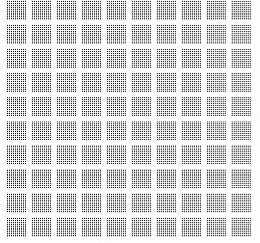
**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 1.2** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| REVIEW Vocabulary from Envision Lesson 1.1 **place value, period, thousands, ten thousands, one hundred thousands, standard form, word form, expanded form, millions, tens of millions** |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Read aloud* ***How Much is a Million by David Swartz, One Million by*** Hendrik Hertzberg, OR  **If You Made a Million,Beyond a Million by David Swartz also BEYOND A MILLION**  ***SHOW this million dollar bill or copy and handout to each student also see one million dots grid below***  :images.jpeg**A cup of salt contains approximately one million grains.** **If a bathtub of salt has *a billion* grains, then a 1/3 full tub has as many grains of salt as people in the US. If students want to know how many grains of sand are in the world! (One answer: not as many as stars in the universe=WOW)** | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction = **MILLIONS**  Students participate with sign language, written and choral responses to questions.  Recall what is a period? How many **periods** in 999? *Students think, then show fingers on cue.*  How many **periods** in 999,999? *Students think time then use fingers to show*  *How* ***many periods in 1,000,000? Discuss***  *How many* ***digits*** *cause the numbers to move to another* ***period****? show of fingers*  *Therefore a thousand ones cause us to move to the* ***second period****, a thousand thousands for the third* ***period*** *of millions and a thousand millions to move to a 4th period of* ***billions****.*  What comes after 999,999?? *Individual written response show to teacher on command*  How many digits in **one million**? How many **digits** in **tens of millions**? *written response SHOW*  How many digits in **hundreds of millions**? *Written response to SHOW*  JOURNAL COPYING “**Millions have three periods, with hundreds, tens, ones of millions and 7,8 or 9 digits” Write the standard form, expanded form and word form for the population of the USA teacher says it students write standard form** 311,800,000300,000,000 +10,000,000+1,000,000+800,000 etc. Three hundred eleven million eight hundred thousand people in the USA.  Students spell out word form in journals. Teacher writes the correct amounts and students correct their responses. Students work in teams to brain storm lists of millions counted in the real world (beyond population of countries), and nonexamples where it is obvious millions would be incorrect. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)* ***PLACE VALUE BLOCKS*** *base ten orange thousand cubes to measure and build a cardboard box to represent one million = 1000 5x5x5 thousand blocks to build a huge million cube. Students should discover 10 one thousand blocks make a*  *10,000 rod, and 10 ten thousand rods make a hundred thousands in a flat, therefore ten 100,000 flats*  *are needed to build a million huge cube (measuring approx. 50 inches x 50 inches x 50 inches cube)*  *Another model is the dots grid on flat paper. 5 pages= each student may have a copy of a million dots!*  ***Using the grid below to depict one million dots each student needs 5 copies. Ask students for strategies to use to find how many dots there are in on each grid within each page etc. (Note each square is one hundred* dots** The dots are ones. The small squares 100 dots. The big squares are 10 x 10 of the small squares, so 104 (10,000) dots to one grid. To get a million (106) we need 100 of the squares. On a page there are 20 ten thousands square=200,000. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept* ***:Review standard form, expanded form, word form for a million.***  *Visual to abstract: challenge students to work in groups during centers or as a free time activity to write in standard form the number 1000*EACH TINY SQUARE HAS 100 DOTS. SO THIS GRID IS TEN THOUSAND DOTS. TO MAKE A MILLION YOU NEED ONE HUNDRED OF THESE GRIDS. FOR STUDENTS TO UNDERSTAND-- MAKE A MILLION. TELL STUDENTS THIS IS A MAGNIFIED VERSION OF ONE OF THE SQUARES *on large roll of butcher paper 1000 times in an organized way to show 1000 one thousands.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving A series of questions Ten one hundreds is \_\_\_\_? 100 one hundreds is \_\_\_\_\_\_\_? One thousand hundreds is \_\_\_\_\_\_\_\_\_\_\_\_\_? Ten thousand hundreds is\_\_\_\_\_\_\_\_\_\_\_?* ***Explain the pattern****. Write your own questions.*  A thousand million (1,000 X 1,000,000) is a billion: 1,000,000,000.  A thousand billion (1,000 X 1,000,000,000) is a trillion: 1,000,000,000,000. so a trillion is **a million millions.** Write the multiplication fact for a million millions. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES== Memory game Match each number written in standard form with its correct corresponding number written in expanded form. or** <http://pbskids.org/cyberchase/games/numbersense/machine.html>   |  |  |  | | --- | --- | --- | |  |  | **Space Chase Place Value**  **Students use strategies to capture creepy space creatures while learning about place value.**  **GAME DIRECTIONS**  1. Review place value to the hundred thousands place with students. Tell them they will need this knowledge if they want to do well in the Space Chase game.  2. Distribute the Space Chase reproducible page to each pair. Demonstrate how to use the spinner by spinning a paper clip around a pencil placed at the spinner's center. Players should spin to see who goes first, with the higher spin going first. Players then take turns spinning.  3. On each turn, a player spins and lands on a number. The player then says which creepy space creature he or she will capture on that turn. Players write the number they landed on in the blank that corresponds with the place value of the space creature. (For example: In round 1, Player 1 spins a 5. She decides to capture a Kerpew on this turn. Kerpews represent the ten thousands place. So Player 1 writes a 5 in the ten thousands place of her Round 1 score blanks.) Players record their numbers in the score blanks of the round they are playing.  4. A particular space creature can be captured only once per round. The round ends when both players have captured all six space creatures. Play continues for three rounds. The winner of each round is the player who has written the greater 6-digit number.  **ASSESSMENT**  Observe which students are developing a strategy to succeed at this game. If a student lands on a high number, he or she should probably place it in the hundred thousands place. A player placing a one in the hundred thousands place may not be clear on the game's concept. | | Grouping  Pairs  You'll  Need  For each pair:   * [**Space Chase Place Value (next page)**](http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/m970818c2.htm) * Paper clip * Pencils   Writing  Connection  Ask students to describe the strategy they used to play the game and how it would change for bigger numbers. | | |
| <http://ethemes.missouri.edu/themes/173>  ALSO SEE FOR MORE | |
| **HOMEWORK Spend a million dollars. Bring your list, add your totals, Show and Tell your spending** | |
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The page below is 20 of the above grid = 20 ten thousand dots so a page = 20x 10,000 or 200,000 X 5 PAGES copied like the one below = ONE MILLION DOTS

ASK FOR STRATEGIES FOR COUNTING EACH PAGE OF DOTS

